EFFECTIVENESS OF COMMERCIAL BANKS FINANCING HIGHER EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT

Synopsis of the Thesis submitted to Mangalore University for the award of the Degree of

Doctor of Philosophy

in Commerce

Researcher

SANGEETHA P., M.Com.

Research Scholar

Department of Studies in Commerce

Mangalore University

Mangalagangothri-574199

Research Guide

Dr. YATHISH KUMAR, M.Com., MBA, Ph.D.

Associate Professor and Co-ordinator

Department of Post Graduate Studies in Commerce

University College, Mangalore-575001

CONTENTS

Sl. No.	Particulars	Page Number
01	INTRODUCTION	1 – 5
02	CONCEPTUAL FRAMEWORK	5
03	REVIEW OF LITERATURE	6 – 8
04	RESEARCH GAP	8 – 9
05	STATEMENT OF THE PROBLEM	9 – 10
06	RESEARCH QUESTIONS	10
07	OBJECTIVES OF THE STUDY	10
08	HYPOTHESES OF THE STUDY	11
09	RESEARCH METHODOLOGY	11 – 15
10	POPULATION AND SAMPLE DESIGN	15 – 20
11	RESEARCH TOOLS AND SOFTWARE PACKAGE USED	20 – 23
12	SCOPE AND LIMITATIONS OF THE STUDY	23 – 24
13	LAYOUT OF THE REPORT	24 – 25
14	KEY FINDINGS OF THE STUDY	25 – 48
15	SUGGESTIONS	49 – 51
16	CONCLUSION	51 – 52
17	DIRECTION FOR FUTURE RESEARCH	52
18	REFERENCES	53 – 54

LIST OF TABLES

Table No.	Particulars	Page Number
1	Growth of Students Enrolment in Higher Education from 2010-11 to 2019-20 in India	2
2	Gross Enrolment Ratio	2
3	Growth of Students Enrolment in Higher Education from 2010-11 to 2019-20 in Karnataka	3
4	Gross Enrolment Ratio (GER) in Higher Education in Karnataka (18-23 Years)	4
5	Education Loan in Dakshina Kannada District	5
6	Cronbach Alpha Test for Reliability (Borrower)	14
7	Cronbach Alpha Test for Reliability (Banker)	15
8	Taluk-wise Distribution of Sample Branches of Selected Banks in Dakshina Kannada District	16
9	Taluk-wise distribution of sample Education loan borrowers of Selected Banks in Dakshina Kannada District	17
10	Durbin-Watson Statistic Results	18
11	Test of Homogeneity of Variances (Locality)	19
12	Test of Homogeneity of Variances (Age Group)	19
13	Results of Multicollinearity Test for Various factors on Empowerment	20
14	Profile of the Sample Education Loan Borrowers	25 - 26
15	Profile of Sample Branch Managers	26
16	Results of Independent Sample t-test on the growth of number of account holder in the Commercial Banks	32
17	Results of One-way Anova on the growth of Commercial Banks	33
18	Results of Independent Sample t-test between growth in Higher Education Loan and Type of Commercial Bank	33
19	Results of Independent Sample t-test on the growth of Higher Education Loan by the Corporation Bank	34
20	Results of Independent Sample t-test on the growth of Higher Education Loan by the Karnataka Bank Ltd.	34

21	Results of Fisher Exact Test between Preference of Educational Institution and Type of Course on Economic and Educational Qualification of the Parents	34
22	Results of t-test and One-way Anova between Problems Faced in Availing Education Loan and Demographic Variables	35
23	Results of One-way Anova between Problems Faced in Availing Education Loan and Educational Preference	36
24	Results of Independent Sample t-test between Problems Faced by the Borrowers and Type of Bank	36
25	Results of Independent Sample t-test between Problems Faced in Availing Education Loan and Employment Status	37
26	Results of Independent Sample t-test between Awareness level, Satisfaction Level and Empowerment on Type of Bank	37
27	Results of Independent Sample t-test between Awareness Level, Satisfaction Level and Empowerment on Type of Bank and Demographic Profile	39
28	Results of One-way Anova Test between Awareness, Satisfaction and Empowerment on Educational Preference of the Borrowers	40
29	Results of Chi-square and Fisher Exact Test among Reasons for Preference for Education Loan, Family Background and Preference of Education of the Borrowers	41
30	Results of Chi-square and Fisher Exact Test between Factors Motivated to repay the Loan and Demographical Variables	42
31	Model Summary Results between Awareness and Problems	43
32	Model Summary Results between Satisfaction and Problems in Education Loan	43
33	Model Summary Results between Awareness and Empowerment	44
34	Model Summary Results between Level of Satisfaction and Empowerment	44
35	Coefficients Results between Empowerment and Problems of Education Loan	45
36	Estimate of Satisfaction and Empowerment between Male and Female Borrowers	46
37	Results of Independent Sample t-test between Problems Faced in Education Loan by the Bankers and Type of Banks	46
38	Results of One-way Anova between Problems Faced by Bank Branch Managers in Lending Education Loan and Bankers Profile	47

39	Results of One-way Anova between Problems Faced by Bank Branch Managers in Lending Education Loan and Educational Preference of the Borrowers	47
40	Result of Independent Sample t-test and One-way Anova between Level of Agreement on Effectiveness of Education loan and Bank Managers Profile	48

1. INTRODUCTION

In the 21st century, there is widespread recognition that skills and human capital have become the backbone of economic prosperity and social well-being. Prosperity requires nations to retain their competitive edge by developing and sustaining a skilled workforce, maintaining a globally competitive research base, and improving the dissemination of knowledge for the benefit of society at large. In this context, higher education represents a crucial factor in innovation and human capital development and plays a central role in the success and sustainability of the knowledge economy. Hence, higher education has become increasingly important on national agenda and has undergone profound changes and reforms worldwide over the past decades.

The developments of the 1990s brought about drastic changes in attitudes and approaches towards higher education and this has a serious impact on the growth in public higher education. The economic reform policies created an environment contributing to the rapid growth of private sector in higher education. This, along with the introduction of restructured scheme of student loans and the increased individual earnings of the middle and upper classes, caused a rapid growth in higher education.

Indian higher education sector faces several problems. Financing the higher education is one of the challenges to the government. In order to tackle the problem of declining budget expenditure for higher education, the alternative methods of financing higher education are examined by the government. As a result, the Education Loan Scheme has been introduced to help the students to meet the rising cost of higher education.

A large number of students with a willingness to get higher education face the problem of lack of financial resources and find it difficult to enter into the field of higher education. The government policy is that no deserving student should be denied of opportunity to pursue higher education for want of financial support. As a result educational loan becomes significant in this matter.

Growth of Higher Education in India

Higher education in India had marked a rapid growth after independence. The growth was in terms of establishment of higher education institutions and student enrolment. The education may be General, Professional or Technical, Vocational in nature. There were only 20 Universities and 500 Colleges in the country with 2.1 lakhs students'

enrolled in higher education at the time of independence. Now, the number of degree awarding Universities had increased 54 times, number of Colleges-88.75 times and the students enrolment also gone up over 182.26 times in the higher education system in India. Afterwards, the number of Universities had gone up to 944 universities out of which 51 Central, 411 States, 352 State Private, 127 Deemed to be Universities, 3 Institutions established under State Legislation. There are 44,374 colleges, out of which, 41,117-Affiliated Colleges, 1,789-Constituent Colleges, 187-PG/Off Campus Centres and 1281- other Recognised Centres which are providing higher education, as on 31.03.2020 (UGC Annual Report 2019-20).

Table 1: Growth of Students Enrolment in Higher Education from 2010-11 to 2019-20 in India

Year	Total Enrolment	Increase over preceding year	Percentage increase
2010-11	27433749	-	-
2011-12	29184331	1684582	6.13
2012-13	30152417	968086	3.32
2013-14	32336234	2183817	7.24
2014-15	34211637	1875403	5.80
2015-16	34584781	373144	1.09
2016-17	35705905	1121124	3.24
2017-18	36642378	936473	2.62
2018-19	37399388	757010	2.07
2019-20	38275207	875819	2.34

Source: UGC Annual Report 2019-20

Gross Enrolment Ratio (GER) in India

Normally, higher education Gross Enrolment Ratio (GER) is calculated for students of the age group 18-23 years. It is considered as a measure to know the access to higher education, by taking ratio of persons enrolled in various programs to total population in age group ranging between 18 and 23. Following table presents the GER in higher education from 2010-11 to 2019-20.

Table 2: Gross Enrolment Ratio

Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Male	20.8	22.1	22.7	23.9	25.3	25.4	26.0	26.3	26.3	26.9
Female	17.9	19.4	20.1	22.0	23.2	23.5	24.5	25.4	26.4	27.3
Total	19.4	20.8	21.5	23.0	24.3	24.5	25.2	25.8	26.3	27.1

Source: Compiled from All India Survey on Higher Education (AISHE) reports and UGC annual reports

As per the table, an increasing trend is shown in GER of students in higher education. GER had increased from 19.4 in 2010-11 to 23.0 in 2013-14 showing growth of 18.56 percentage. The male population GER had increased from 20.8 in 2010-11 to 23.9 in 2013-14. In the same way, the female GER also raised to 22.0 in 2013-14 from 17.9 in 2010-11. Then during 2017-18 it was 25.8, for male and female population the GER was 26.3 and 25.4 respectively. In the year 2019-20, the GER was 27.1%, for male population GER was 26.9 and for female population the GER was 27.3%. Thus, GER shows the growing trend in the student enrolment for higher education year after year, showing a good sign for Indian society.

Higher Education in Karnataka

For economic progress, a well-developed, high-quality education is essential. The king-ruled state of Mysore had been regarded one of the most progressive states in the country from the mid-nineteenth century onwards. Mysore had a new educational system in place since 1833. The first girls' school has been founded in Bangalore in 1940. The first private engineering college in the country is also located in the state. The system of providing autonomy to colleges has been established in the state. This can be seen at the Manipal Academy of Higher Education (MAHE) and also several notable institutions in the state which have been designated as 'deemed to be universities'. The rapid development of science and technology, especially information technology in the state, has a significant impact on the state's technical education sector. The notable feature of the Karnataka education system is the large-scale private sector (especially in the secondary and post-secondary level. There are government-funded private institutions and un-aided institutions in the state). While large scale private sector growth is the latest, most urban phenomenon.

Table 3: Growth of Students Enrolment in Higher Education from 2010-11 to 2019-20 in Karnataka

Year	Enrolment	Percentage growth
2010-11	17,93,043	-
2011-12	17,60,964	-1.79
2012-13	18,59,579	5.60
2013-14	19,02,186	2.29
2014-15	18,96,905	-0.28
2015-16	18,57,946	-2.05
2016-17	18,71,294	0.72
2017-18	19,43,856	3.88
2018-19	19,88,494	2.30
2019-20	21,85,553	9.91

Source: AISHE annual reports

Table 4: Gross Enrolment Ratio (GER) in Higher Education in Karnataka (18-23 Years)

Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Male	26.6	24.9	26.1	26.7	26.7	26.3	26.4	27.2	28.2	31.2
Female	24.3	22.7	24.5	25.6	26.0	25.9	26.6	28.5	29.4	32.7
Total	**25.5**	**23.8**	**25.4**	**26.2**	**26.4**	**26.1**	**26.5**	**27.8**	**28.8**	**32.0**

Source: AISHE Annual Reports

Higher Education in Dakshina Kannada

Dakshina Kannada district had literacy rate of 88.57% as per 2011 census, which was the highest in Karnataka State. In Dakshina Kannada district the modern education system was introduced very recently or has a recent history. In 1832, the first primary school was set up in Mangaluru by Basel Mission. The educational institutions were also set up in other cities and surrounding rural areas by them. Later, St. Aloysius College for boys and St. Agnes College for girls were set up in Mangaluru by Roman Catholic Mission. The district was then under Madras Presidency. The people like Ammembala Subbarao Pai, were instrumental in setting up high schools mainly in Mangaluru city.

After independence, a significant change was observed in the education map of the district. The government took initiatives in the primary and secondary education. High schools were set up by the government to improve access to the secondary education. Higher education includes degree courses in general education, technical, and medical education and other professional courses. In case of higher education, the private initiatives supplemented the public efforts to promote higher education institutions in the district. Manipal Academy of General Education, Nitte Education Trust, Dharmastala Education Trust, Yenepoya Education Trust and Alvas Education Foundation are among those private initiatives.

Commercial Banks Financing Higher Education

Higher education is becoming increasingly expensive as government subsidies are being reduced, necessitating institutional finance. Both in India and overseas, the scope of education has expanded to include new courses in a variety of fields. Human capital development is a national responsibility, and it should be everyone's goal to ensure that no qualified student is denied the opportunity to continue higher education due to a lack of financial resources. Education loans should be viewed as an investment in the future of the country's economy.

Education Loan in Dakshina Kannada District

The demand for education loans in the Dakshina Kannada district had been increasing year after year. Loans for courses in engineering, management, nursing, medicine, and other fields were in high demand. Every year, commercial banks were getting an increasing number of applications from students in higher education. The data relating to education loan in Dakshina Kannada district were obtained from Lead district office, Syndicate Bank, Mangaluru. The table 3.9 presents the education loan outstanding in the banks of Dakshina Kannada district at 31st March 2010-11 to 2017-18.

Table 5: Education Loan in Dakshina Kannada District

Year	No. of accounts (In absolute terms)	Amount outstanding (Amount in lakh)
2010-11	16,543	24,062
2011-12	16,327	25,183
2012-13	16,105	27,993
2013-14	17,158	43,708
2014-15	17,341	32,604
2015-16	18,723	37,985
2016-17	18,858	50,856
2017-18	19,189	45,180

Source: Lead District Office, Mangaluru

The table 5 shows the outstanding education loan accounts and amount in Dakshina Kannada district from 2010-11 to 2017-18. The data were provided from Lead district office, Mangaluru. In the year 2010-11 the number of accounts outstanding were 16,543 accounts with outstanding amount of Rs.24,062 lakh. In the year 2017-18, it increased to 19,189 accounts outstanding with Rs.45,180 lakh, showing a reduction of 3.83% from 2016-17. The growth in outstanding education loan amount from 2014-15 to 2017-18 was 38.57% and it increased by 87.76% compared to outstanding loan in 2010-11.

2. CONCEPTUAL FRAMEWORK

Higher education had seen as a tool for social transformation as well as a means of enriching knowledge and skills. In recent decades, Higher education had been expanded at an unparalleled rate around the world. The rise of knowledge economy, as well as the success of 'education for all' programmes, have aided for the considerable expansion this sector. The types of skills needed in the globalised knowledge economy are progressively being learned at the post-secondary level. As a result, in many areas of the job market, post-secondary education is becoming the minimum entry level qualification.

3. REVIEW OF LITERATURE

Review of literature is the base on which the entire research study depends. It is conducted to identify the research studies that have already been carried out on the topic and to provide a knowledge foundation for the current research. It is the basis to identify the research gap, to frame the research objectives and hypotheses for the present study.

INDIAN STUDIES

Jandhyala B. G. Tilak (1992), in his research article on "Student Loans in Financing Higher Education in India" critically reviewed the experience of implementation of the National Loan Scholarship scheme. The author concluded with the observations that unless student loans were accompanied by carefully formulated policies regarding fees, loans might aggravate rather than reducing the inequities, with the rich obtaining public subsidies through low amount of fees and the poor students paying in full for their education through student loans.

Heggade O.D. (1998), in his study on "Finances and Cost of Higher Education in India" explored the possibility of adopting 'full cost pricing' in higher education under private management of higher education institutions within the jurisdiction of Mangalore University. The author had studied the trends in the development of college education by various types of higher education institutions during the period from 1980-81 to 1993-94, trends and sources of revenues (internal as well as external), trends and levels of educational expenditures of private colleges and trends in capital formation in the form of investment in infrastructure of higher education institutions.

Narayana M. R. (2005), in his research study on "Student Loan by Commercial Banks: A Way to Reduce State Government Financial Support to Higher Education in India" made an empirical analysis of the impact of student loan by commercial banks on reducing the estimated budgetary subsidy of the state government to general degree colleges in Karnataka state. A major estimation result showed that the maximum total fee collectible, as a percentage of total estimated subsidy, was equal to 4.22 per cent in Government Colleges and 4.74 percent in Private Aided Colleges in 2000-01.

Puttaswamaiah S. (2010), in his study on "Financing Higher Education: A Study of Educational Loans" analysed the trends and patterns of educational loans in India. The study revealed that educational loans provided by public sector banks in India were

increasing over the years, showing the increasing demand for higher education loans. But education loan constituted a small share of 3.7% of the total priority sector lending, indicated that banks could increase their share of lending for higher education. Analysis of student loan by Canara Bank and State Bank of Mysore also showed that educational loan had been increasing over the years.

B. Thulasi Priya and C. Esakkiammal (2018), in their study on the title "A Study on Bank-wise Performance of Education Loan Lended by Public Sector Banks in India" was based on secondary data for the period from 2013-2017. This study showed that the number of accounts had wide fluctuations in terms of annual growth of education loan. It was also observed that highest number of beneficiaries was from State Bank of India. Among all the public sector banks, State Bank of India stood first with highest number of loan amount outstanding.

A. Ranjith Kumar (2019), in his study on the title "Impact of Education Loan in India: A Study with Special Reference to Economic Classes", observed that poor class families took loan for children's education from financial institutions. There was significant relation between education loan and economic class among the respondents. There were negative direction between variables such as education loan and economic classes; education loan and caste; education loan and states and education loan and literacy. It implied that poor class people had borrowed education loan; people from SC/STs community; people from Southern Indian states had borrowed more and illiterates also had been loan for their children's education.

FOREIGN STUDIES

G. Shantakumar (1992), in his article on "Student Loans for Higher Education in Singapore: Some Observations" examined the arguments for and against student loans in Singapore. The study concluded that the conditions necessary for a successful loan scheme were already prepared: full employment, high private returns to higher education, and an efficient banking system and financial infrastructure. Taking into account those conditions student loans appeared to be an efficient and equitable form of finance for higher education in Singapore.

D. Bruce Johnstone (2005), in his research paper on "Higher Educational Accessibility and Financial Viability: The Role of Student Loans" described the reasons behind the widespread policy interest in student loans, some of the variations in student loan programs, and some of the criteria for success or failure of student loan. Poor design and poor execution had resulted in failure of many students loan programs. Effective student loan programs were possible and could improve both institutional financial viability and student accessibility and participation.

Veronica R. Nyahende (2013), in her research article on "The Influence of Students' Loans Borrowers' Characteristics on Default Rate in Tanzania" considered the background characteristics of borrowers to examine the influence of student loans borrowers' characteristics on default rate in Tanzania. These factors include-age, gender and attitude. The findings revealed that all the three factors had a significant influence on the students' loans default rate at different level. Attitude of borrowers which contributed more towards the default rate was ranked the first, second was the age of the borrowers and last was the gender which contributed less to the default rate among students' loan borrowers.

Lance Lochner, Qian Liu and Martin Gervais (2021), "Innis Lecture: Return on Student Loans in Canada", provides the first look into lifetime returns on student loans as earned by the Canadian government, based on newly available administrative information from the Canada Student Loans Program (CSLP), which covered around 10 years of student loan repayment histories. Their analysis gave three primary conclusions: The average return on student loans was low; individual realised returns were extremely heterogeneous; and a significant percentage of this heterogeneity might be predicted at the time of loan origination.

4. RESEARCH GAP

An analysis of the review of literature reveals that several studies have been conducted in different countries and various regions of India on higher education, the growth of higher education, sources of financing higher education, educational loans and non-performing assets, students' awareness, perception and satisfaction level about education loan, problems faced by borrowers, bankers; factors influencing the education loan borrowing and repayment; and repayment and recovery of student loan. The review of literature makes it clear that most of the studies on effectiveness of higher

education loan were carried out in developed countries and only a few studies have been carried out in India. But, the study on effectiveness of bank financing to higher education in Dakshina Kannada district of Karnataka state is not carried out. The review of literature clearly shows that there is a research gap in this area. Hence, an attempt is made to fill this gap by taking up the study on "Effectiveness of Commercial Banks Financing Higher Education–A Study in Dakshina Kannada District".

5. STATEMENT OF THE PROBLEM

Higher education in India has marked a rapid growth after Independence in terms of number of higher education institutions, student enrolment etc. In India, demand for higher education has been increasing along with the increase in the young population with desire for higher education. Higher education, all over the world is facing numerous problems. India is not free from such problems. Some of these problems include inadequate infrastructure facilities; large vacancies in faculty positions and poor faculty; low income; geographic, gender and ethnic imbalances; lack of adequate finance; inadequate and diminishing financial support for higher education from the government and from society; the absence of a well informed agenda for higher education; brain drain; globalisation and resultant challenges from foreign universities.

Among these problems, financing higher education is an important one faced by the government, society as well as students. India, like many other countries, with given financial constraints, finds it difficult to deal with the ever-increasing financial requirements of an expanding higher education system. The Educational loan scheme for higher education has been introduced as a way to provide financial assistance to the students in order to fulfil their desire to get higher education.

Commercial Banks under the priority sector lending, provide the education loan to the students. This facility provides financial assistance to the students to pursue their higher education. Even though the education loan scheme is helpful to the students to get higher education, it is not free from problems and criticisms. The bankers as well as the higher education loan borrowers have been facing various problems in sanctioning and recovery of loans. non-performing assets under higher education loan are the various problems which require due attention. Therefore, it is necessary to find out the actual utilisation of education loan provided by the commercial banks to pursue higher

education and the respondent borrowers who have been really benefitted from this higher education loan.

In this context, this study on Effectiveness of Commercial Banks Financing Higher Education–A Study in Dakshina Kannada District is an attempt to know the effective utilisation of education loan provided by commercial banks, the various problems faced by the borrowers as well as commercial banks and to suggest some measures to overcome the problems based on the findings of the study.

6. RESEARCH QUESTIONS

The following are the research questions framed for the study:

1. Is there any relation between the growth of higher education loan and growth of higher education?
2. How effective is the education loan scheme in the study region?
3. Whether the awareness and satisfaction level of borrower will have influence on overall empowerment through education loan?
4. Whether the demographical profile of the parents and profile of banker's influence the effectiveness of education loan services?

7. OBJECTIVES OF THE STUDY

The present study proposes to cover the following objectives:

1. To analyse the growth of higher education and higher education loan in India, Karnataka and Dakshina Kannada District.
2. To study the problems faced by borrowers in availing and repayment of higher education loan.
3. To study the economic status of loan borrower in preference of educational program.
4. To understand the utilisation pattern of loan borrower in case of effectiveness of education loan.
5. To study the effect of problems and satisfaction on education loan on empowerment of borrowers
6. To analyse the dependency of Problems faced by the loan borrowers in case of awareness, satisfaction and empowerment through education loan.
7. To suggest measures to improve the higher education financing and to make higher education financing more effective based on the findings of the study.

8. HYPOTHESES OF THE STUDY

A hypothesis is used to define the relationship between the variables. In light of the above objectives, the following hypotheses were developed:

1. There is a significant growth in the higher education loan provided by commercial banks.
2. Preference of educational institution and type of course depend on economic and educational qualification of parents.
3. Problems faced in education loan by the borrowers depend on demographic factors, educational preference, type of banks and immediate employment.
4. Awareness level, satisfaction level and empowerment through education loan depend on type of bank, demographic profile and educational preference.
5. Reasons for preference for education loan depend on parents' family background and preference of education of borrowers.
6. Factors motivated to repay the loan instalments regularly depend on demographical variables.
7. The awareness level and satisfaction level of education loan borrowers have direct effect on problems and empowerment through higher education loan.
8. Empowerment after availing education loan has direct effect on problems of education loan.
9. The effect of satisfaction level on empowerment through education is strong for male borrowers.
10. Problems faced in education loan by the banker managers depend on type of banks, banker's profile and educational preference of the borrowers.
11. The level of agreement on effectiveness of education loan has significant difference among bank manager's profile.

9. RESEARCH METHODOLOGY

The present study is exploratory and descriptive in nature. The study is based on the field survey through personal interviews with educational loan borrowers and bankers in the study region with the help of predesigned and structured questionnaire.

9.1 SOURCES OF DATA

The study is based on both primary and secondary data.

Primary Data

The primary data were collected by conducting personal interviews with the officials of sample banks and education loan borrowers with the help of structured questionnaire. The relevant statistical tools will be used for data analysis.

Secondary Data

The secondary data for the present study were collected from various sources such as Reports of Economic Survey of Karnataka; Dakshina Kannada Potential Linked Credit Plan (PLP), State Level Bankers' Committee Report, Karnataka; District Census Handbook-Dakshina Kannada; Annual reports of All India Survey on Higher Education; Annual reports of University Grants Commission (UGC); Annual Report of Ministry of Finance; Reports of RBI; Statistical Tables Relating to Banks in India; Indian Banker's Association Bulletins; RBI's Report on Trend and Progress in Banking; RBI Bulletins; Lead District Office, Mangaluru; Books, Journals, Newspapers, Websites and Doctoral thesis. The primary data were supplemented by secondary data wherever necessary.

9.2 RESEARCH INSTRUMENT

A well-structured questionnaires were used to collect primary data, which were administered to the sample commercial bank branch managers and education loan borrowers or borrowers in Dakshina Kannada district.

9.2.1 COMPONENTS OF THE SURVEY QUESTIONNAIRE

a) Education Loan Borrowers

The questionnaire consisted of four different sections.

Part A: This part gathers personal information regarding the demographic profile, socio-economic profile of the respondents.

Part B: This part is related to the respondents' Course and education loan availed information, their awareness about education loan related aspects

Part C: This part is related to the utilisation of education loan by the borrowers.

Part D: This part is related to the repayment of education loan, problems faced by them, empowerment or benefits of higher education through education loan, and level of satisfaction. This also included the suggestions by the borrowers relating to reduce the problems and improve the performance of education loan.

b) Commercial Bank Branch Managers

The questionnaire consisted of six different sections.

Part A: This part gathers personal information regarding the location of bank branch and the work profile of bank managers.

Part B: This part is related to the education loan related information by the branch managers at their branches.

Part C: This part is related to the education loan sanction and disbursement by the branch managers.

Part D: This part is related to the observation of managers on utilisation of education loan by the borrowers and follow-up.

Part E: This part is related to the aspects of recovery of education loan.

Part F: This part is related to the Non-Performing Assets on education loan, level of agreement by managers on aspects related to education loan, satisfaction level, problems faced by them while sanction and recovery of education loans. This also included the suggestions by the bank managers relating to reduce the problems and improve the performance of education loan.

9.2.2 CONSTRUCTION OF RESEARCH TOOL

Questionnaires cover the demographic profile, socio-economic profile, level of awareness, satisfaction level, benefits or empowerment through higher education with the help of education loan, problems faced by bank managers and education loan borrowers, satisfaction level on education loan related performances. The indicators or variables are considered based on the review of the studies and the measurements used by Muktaram Baburao Shinde (2014), M. Paulmurugan (2011), K. Vanitha (2009), P. Raman (2011), and Sunita Rani (2014).

9.2.3 DEVELOPMENT AND VALIDATION OF DATA COLLECTION INSTRUMENT

A reliable and valid research instrument is absolutely essential for any research and the process of development of the questionnaire used many processes in the present research work. Two forms of data development and data validation were used in the present study.

1. **Validity Testing**
2. **Reliability Testing**

Validity testing means testing the instrument to see if it has the ability to measure what it intends to measure. Validity testing includes content validity.

Validity Testing

A research instrument must consist of a comprehensive list of elements and constructs. These can be prepared initially from the study of existing review of literature available. After generating the requisite variables, it should be ensured that the statements included in the research instrument were easily understandable and commands the required content validity. For this purpose, the research scholars, and Professors, who were the subject experts in the field of banking, economics, commerce and management, and statistics were requested to look into the questionnaire and give their remarks and suggestions. Then the researcher approached two commercial bank managers and requested them to give their opinion and suggestions on the instrument. These suggestions were given due consideration, and the variables included in the questionnaire were suitably modified to make the questionnaire clear and, more understandable.

Reliability Testing

In order to finalise the questionnaires and measurement scale, a pilot survey was conducted among five bank managers of sample banks and 50 respondents of Dakshina Kannada district. After conducting the pilot survey, the reliability and validity of the scale were tested by appropriate methods. This process helped researcher to make suitable modifications in the questionnaire. Subsequent to the pilot study, the researcher verified the reliability of the data by using Cronbach's alpha test (Cronbach, 1951). Cronbach's alpha is the most common measure used to check the internal consistency data. Normally, alpha value between 0.7 to 0.8 is considered to be an acceptable value. The respondents' research instrument consisted of four variables in the case of the borrower and seven variable in the case of the banker questionnaire.

Table 6: Cronbach Alpha Test for Reliability (Borrower)

Sl. No.	Questions Assessed: First 50 Respondents	Alpha Value
1	Level of Awareness while applying for educational loan.	.804
2	Problems Faced by you in availing Education Loan and repayment of education loan	.856
3	Benefits from higher education through Education loan	.785
4	level of satisfaction regarding aspects related to higher Educational Loan	.741

Table 7: Cronbach Alpha Test for Reliability (Banker)

Sl. No.	Questions Assessed: First 20 Respondents	Alpha Value
1	Factors considered by the bankers while sanctioning education loan	.781
2	Causes for low rate of recovery of education loan	.856
3	Opinions on the actions taken by the bankers in case of default	.785
4	Level of Agreement with regard to education loan	.864
5	Satisfaction level with regard to education loan	.794
6	Level of Agreement with regard Educational loan has benefited the borrowers	.872
7	the major problems faced by the banks in sanctioning and recovery of the education loan	.748

In the present study, based on cronbach's alpha, the reliability coefficient ranges from 0 to 1. Present study shows that all the components have a cronbach alpha value of 0.7 and above. Hence, all the items under various categories in the questionnaire are retained.

10. POPULATION AND SAMPLE DESIGN

For selecting sample the data, information has been collected from Lead District office, Mangaluru. The proposed study is based on sample of two commercial banks comprising of one public sector (Corporation Bank) and one private sector bank (Karnataka Bank Ltd.) in Dakshina Kannada District. The number of branches of the Corporation Bank and Karnataka Bank Ltd. in Dakshina Kannada District were 58 and 55 respectively during 2017-18. By using stratified random sampling method, 68 branches of both the banks, i.e., 35 branches of Corporation Bank and 33 branches of Karnataka Bank Ltd. respectively were selected as sample branches which represent almost 60 percent of the total branches of Corporation Bank and Karnataka Bank Ltd. in the district. The stratification was done according to the Taluks. The table 1.3 depicts Taluk-wise distribution of Sample Branch Managers of Selected Banks in Dakshina Kannada District.

Table 8: Taluk-wise Distribution of Sample Branches of Selected Banks in Dakshina Kannada District

Taluks	Corporation Bank		Karnataka Bank Ltd.		Total Sample Branches
	Total Branches	Sample Branches	Total Branches	Sample Branches	
Bantwal	6	4	13	8	12
Belthangady	4	2	6	4	6
Mangaluru	39	23	27	16	39
Puttur	6	4	5	3	7
Sullia	3	2	4	2	4
Total	**58**	**35**	**55**	**33**	**68**

Source: Lead District Office, Mangaluru. Total branches as on 31-03-2018

For selecting the sample education loan borrowers, total number of education loan borrowers' accounts in different branches of selected banks in Dakshina Kannada District was obtained from the Lead District Office, Mangaluru. The total number of education loan accounts with the above mentioned banks during 2017-18 was 2883, out of which 2376 accounts were with Corporation Bank and 507 accounts with Karnataka Bank Ltd.

The sample size calculated for the study was 352 by using the formula given by Taro Yamane (1967). The sample size was determined at 0.05 level of precision. The Taro Yamane formula for determining the sample size is given below:

$$n = \frac{N}{1+N\,(e)^2}$$

Where 'n'=sample size, 'N' = population and 'e' = level of precision.

The primary data were collected from all five Taluks (undivided) of Dakshina Kannada District by using stratified random sampling technique. The addresses or contacts of the sample borrowers had been collected from the sample branches of the two banks. Since, the total number of outstanding education loan accounts in Corporation Bank was more than Karnataka Bank Ltd. for the given year, the sample borrowers from these banks out of total borrowers were considered as 60 percent and 40 percent respectively from these two banks.

For Corporation Bank 352 X 60% = 211.2 = 211

For Karnataka Bank Ltd. 352 X 40% = 140.8 = 141

Therefore 352 education loan borrowers consisting of 211 borrowers from Corporation Bank and 141 borrowers from Karnataka Bank Ltd. have been selected as sample respondents and it works out on an average of 5-6 borrowers per branch of sample banks.

The table 9 depicts Taluk wise distribution of sample education loan borrowers of selected banks in Dakshina Kannada District.

Table 9: Taluk-wise distribution of sample Education loan borrowers of Selected Banks in Dakshina Kannada District

Taluks	Corporation Bank		Karnataka Bank Ltd.		Total Sample Borrowers
	Population	No. of sample Borrowers	Population	No. of sample Borrowers	
Bantwal	259	23	58	16	39
Belthangady	202	18	29	8	26
Mangaluru	1453	129	352	98	227
Puttur	270	24	40	11	35
Sullia	192	17	28	8	25
Total	**2376**	**211**	**507**	**141**	**352**

Source: Lead District Office, Mangaluru. as on 31-03-2018.

10.4 SAMPLING TECHNIQUE

Proportionate Stratified Random Sampling: This is a probability sampling technique that comprises dividing the population into homogeneous or similar smaller sub-groups known as strata. In this study, Taluk wise stratification was done to select the sample proportionately from each taluk. Sample bank branches and the sample borrowers were selected proportionately from each taluk.

TESTING THE ASSUMPTIONS

The collected data has to be tested to fulfil certain statistical assumptions to ensure that the collected data is fit for application of various statistical analyses. In the present study, the data was verified with normality, homogeneity, linearity and multicollinearity assumption. Test of normality is needed to check the normal distribution of data to use parametric or non-parametric test.

Normality

Normality test is very important to apply various statistical tests. Applying the validity tests depends on the normality of the data. If the data is found normal, various statistical tests can be used. If the data is not found normal, then the test results become unreliable and non-parametric test can be used.

Histogram Test for Normality-The frequency distribution plots of the observed values against their frequency distribution shows whether the distribution is bell-shaped or not. If the plots are bell-shaped, then the data has fulfilled normality assumption.

The normality distribution assumption are fulfilled for Model 1: Level of Satisfaction (IV) and Overall Empowerment (DV), Model 2: Level of Satisfaction (IV) and Level Of Awareness (DV), Model 3.1: The Awareness and Problems in Education Loan (DV), Model 3.2: The satisfaction level on education loan and Problems in education loan, and Model 4: Economic Empowerment, Personal Empowerment, Family Empowerment (IV) and Problems in Education Loan (DV).

Linearity

Linearity test is very important to fulfil the assumption of regression analysis. Regression analysis explains the linear relationship between the dependent and independent variables. The linear relationship between satisfaction and overall empowerment, level of awareness and satisfaction on education loan, awareness level on education loan and problems in education loan, satisfaction level on education loan and problems in education loan and overall empowerment and problems in education loan (DV) are found and fulfils the condition of linearity.

Durbin-Watson statistic

The Durbin-Watson statistic is used to test for the presence of serial correlation among the residuals. The Durbin-Watson statistic is a test for autocorrelation in a regression model's output. The DW statistic ranges from zero to four. If the value ranges from 1.5 to 2.5 are relatively normal. Present study shows the **Durbin-Watson Statistic** value which forms under acceptable limit. The results are shown in table 10.

Table 10: Durbin-Watson Statistic Results

Model	Variable		Statistic Value
1	Level of Satisfaction	Overall empowerment	1.967
2	The awareness level	Satisfaction level	2.106
3	Satisfaction level on education loan	Problems in education loan	1.940
4	Satisfaction	Problems in education loan	1.902

Homogeneity

In the present study, levene statistic is used to check the homogeneity of the data. The null hypothesis is that the variances are equal. For this, it is necessary to use two sets of data, one set of factor variables and another set of dependent variables. The demographic variables were used as factor variables, while the construct variables were used as dependent variables. The value of levene statistic should be above 0.5,

and the significant value must be greater than 0.05 when it can be said that the variances are equal within the population distribution. In the present study, the educational qualification and age of the respondents has been considered as a demographic variable. The results are shown in table 11.

Table 11: Test of Homogeneity of Variances (Locality)

	Levene Statistic	Significance
Problems	10.018	.0562
Personal Empowerment	1.239	.295
Family Empowerment	9.099	.064
Economic Empowerment	36.046	.860
Level of Satisfaction	1.647	.178
Awareness	7.289	.061

Table 12: Test of Homogeneity of Variances (Age Group)

Variables	Levene Statistic	Significance
Problems	25.981	.653
Personal Empowerment	15.102	.050
Family Empowerment	15.661	.056
Economic Empowerment	18.811	.382
Level of Satisfaction	4.674	.100
Awareness	17.101	.395

From the table 12, it can be seen that the levene statistic for all the constructs is above 0.5, and the significance level is greater than 0.05. Thus, the null hypothesis is accepted, and it is concluded that the variances are equal. 2 variables full fill the homogeneity of variance assumption needed for an ANOVA.

Multicollinearity

Multicollinearity is an important issue in the normal distribution of data, when the researcher considers more than one independent variable to predict a dependent variable in the study. If there is any relationship between the independent variables, then the multicollinearity problem can be found. Collinearity statistics includes tolerance and Variance Inflation Factor (VIF). If the value of VIF is higher than 5 and the tolerance level is less than 0.2, then it shows the presence of multicollinearity. In the present study, the multicollinearity test was applied and the results are shown in table 13. In the present study, for the multiple regression analysis on various empowerment (IV) problems are dependent variables and various factors influencing on EPS services considered as independent variable. The following test has been used to full fill the condition of Multicollinearity.

Table 13: Results of Multicollinearity Test for Various factors on Empowerment

Factors	Tolerance	VIF
Personal Empowerment	.699	1.431
Family Empowerment	.421	2.376
Economic Empowerment	.546	1.832

The multiple regression analysis results serve as testimony to the fact that there are no multi-collinearity issues in the data set as the VIF value is less than five and the tolerance level value is greater than 0.2.

11. RESEARCH TOOLS AND SOFTWARE PACKAGE USED

Various statistical tools for analyzing the collected data have been used. Statistical software and packages such as IBM SPSS 23 and AMOS 21 have been used by the researcher for this study. The data collected through the survey method was analyzed using both descriptive statistics and inferential method. The statistical techniques used in this study for analysing the data are as follows:

RESEARCH TOOLS AND SOFTWARE PACKAGE USED

Various statistical tools were used for analysing the collected data such as:

1. Reliability Test and Validity
2. Percentage Analysis
3. Descriptive Analysis
4. t-test for Single mean
5. Chi-Square Test/Fisher's Exact Test
6. Independent sample t-test
7. One-way Anova
8. Simple Regression analysis
9. Multivariate Regression Analysis
10. Multi-Group Effect

EXPLANATION ON DIFFERENT ANALYSIS USED

The primary data collected through questionnaire were tabulated and analysed using statistical software. The data collected through primary sources were analysed and interpreted using various statistical techniques employed in social science research such as univariate, bivariate, and multivariate analysis. The reliability test was conducted using Cronbach Alpha. The validity of the measures was conducted using factor

analysis. To measure the relationship between the variables and to test the theoretical model, appropriate bivariate and multivariate analyses were used, and finally, the SEM model was used for Multi Group Effect.

Percentage Analysis

Percentage analysis was used for demographic variables of the respondents to understand their nature. Percentage analysis was used to understand the borrower and banker's profile, other aspects relating to education loan considered in the study.

Descriptive Analysis

Simple mean, Mean rank and standard deviation were used for descriptive analysis. The technique is used to only data which measured in metric nature. The mean, mean rank and standard deviation were calculated provided meaning full interpretation. This technique was used in this study where ever required to analyse the data relating to both education loan borrowers and commercial bank managers.

t-test for Single Mean

One Sample t-test, the test variable's mean was compared against a "test value", which was a known or hypothesized value of the mean in the population. The One Sample t-test could only compare a single sample mean to a specified constant. For this study t-test for single mean used to know the problems faced by borrowers in availing and repayment of education loan, benefits from higher education through education loan, and level of satisfaction regarding the aspects related to education loan.

Chi-Square Test and Fisher's Exact Test

Chi-square test and Fisher's exact test were used to know the relationship/association between two variables. For the present study data falls under normal category. To check association between amount of loan and course fee, preference of educational institution and type of course depends on economic and educational status of parents.

Independent Sample t-test

The Independent sample t-test was used to find statistical differences between the means of two groups, Statistical differences between the means of two interventions and statistical differences between the means of two change scores. For the present study the Independent sample t-test test was used to compare the differences between two independent groups when the dependent variable was ordinal or continuous.

The test analysis was used to find the difference between type of banks, gender, and marital status with respect to awareness level on applying for education loan, satisfaction level on higher education loan and empowerment through education and problems faced by borrowers in availing education loan. In case of bankers, between type of bank and number of years of experience in the present position with respect to factors considered by the bankers while sanctioning education loan, causes for low rate of recovery of education loan, opinions on the actions taken by the bankers in case of default, level of agreement with regard to the following statements on education loan, satisfaction level of employees on various factors, education loan has benefit to the borrowers, the major problems faced by the banks in sanctioning and recovery of the education loan.

One-way Anova

The one-way analysis of variance (ANOVA) was used to determine whether there were any statistically significant differences between the means of two or more independent (unrelated) groups (although you tend to only see it used only when there are a minimum of three, rather than two groups). To apply One-way Anova various assumptions were fulfilled. The present research study is to find the difference among residence, age, religion, caste, type of family, education qualification, occupation and income awareness level on applying for educational loan, satisfaction level on higher educational loan and empowerment through education and problems faced by borrowers in availing education loan.

In the case of bankers, location of the branch, educational qualification and number of years of experience in the bank with respect to factors considered by the bankers while sanctioning education loan, causes for low rate of recovery of education loan, opinions on the actions taken by the bankers in case of default, level of agreement with regard to the following statements on education loan, satisfaction level of employees on various factors, educational loan has benefit to the borrowers, the major problems faced by the banks in sanctioning and recovery of the education loan.

Simple Regression Analysis

Simple regression analysis is a statistical tool that is used in the quantification of the relationship between a single independent variable and a single dependent variable based on observations that have been carried out in the past. To know the direct effect

of one independent variable to dependent variable simple regression analysis was used in the present study, to know the effect of level of satisfaction (IV) and overall empowerment (DV), level of satisfaction (IV) and level of awareness (DV), the awareness and problems in education loan (DV), and the satisfaction level on education loan and problems in education loan.

Multivariate Regression Analysis

Multiple regression is a statistical technique that can be used to analyse the relationship between a single dependent variable and several independent variables. The objective of multiple regression analysis is to use the independent variables whose values are known to predict the value of the single dependent value. To apply multiple regression analysis various assumption are fulfilled. In the present study, to see the impact of economic empowerment, personal empowerment, family empowerment (IV) on problems in education loan (DV) were studied.

Multi-Group Effect

Multiple-group or multi-group structural equation models test separate structural models in two or more groups (Joreskog, 1971; Sorbom, 1974). Such models may involve path models, comparison of direct and indirect effects between various groups. In the present study, the effect of satisfaction level on empowerment through education is strong for male borrowers was studied.

12. SCOPE AND LIMITATIONS OF THE STUDY

12.1. SCOPE OF THE STUDY

The proposed study is considered a micro study. The present study analyses the growth of higher education and education loan in India, Karnataka and Dakshina Kannada District. The study focuses on commercial banks financing higher education under education loan scheme and its effectiveness. This study covers the problems faced by education loan borrowers as well as the commercial banks. It will also consider the benefits of education loan, the utilisation of education loan by the borrowers, repayment trend of education loan and performance of commercial banks in lending and recovery of education loan. The proposed study is confined to Dakshina Kannada District, one of the educationally and commercially advanced districts of Karnataka state. All the five taluks of Dakshina Kannada District viz., Mangaluru, Bantwal, Puttur, Sullia and Belthangady will be covered in this study.

12.2 LIMITATIONS OF THE STUDY

The study is confined only to Dakshina Kannada District. The study covers higher education loan borrowers of selected commercial banks in the study area. The accuracy of data related to education loan depends upon the information provided by the bank managers and also the opinions of borrowers of education loan. The study may not reflect the situations in other areas. Data analysis and interpretation is done based on the information provided by the respondents which may be biased and may not reflect the true situation. Even though a large number of commercial banks are operating in the district, the study is confined only to two sample commercial banks.

13. LAYOUT OF THE REPORT

LAY OUT OF THE REPORT/CHAPTER SCHEME

The present study is on the title "Effectiveness of Commercial Banks Financing Higher education-A Study in Dakshina Kannada District". The study is coordinated in six chapters presented as below:

Chapter I: Introduction

This is an introductory chapter, which includes technical aspects of the study like introduction to the research problem, statement of the problem, objectives of the study, hypotheses of the study, research methodology, significance of the study, scope and limitations of the study.

Chapter II: Review of Literature

This chapter provides a detailed review of earlier research studies conducted in this field and identifies research gap.

Chapter III: Commercial Banks and Higher Education Loan-A Conceptual Study

This chapter covers the conceptual frame work relating to higher education, its growth and development in India, Karnataka and Dakshina Kannada District; commercial banks financing higher education, education loan scheme and its growth, recovery of education loan, NPAs and effectiveness of commercial banks loans to higher education. This chapter will also include brief profile of Dakshina Kannada District and sample commercial banks.

Chapter IV: Effectiveness of Commercial Banks Financing Higher Education-Borrowers Perspective–Analysis and Interpretation of data

This chapter gives analysis of socio-economic conditions of borrowers of education loan and problems faced by them in availing loan from commercial banks based on primary data that will be collected from education loan borrowers with the help of structured questionnaire. This chapter also provides utilisation pattern, repayment trend of higher education loan and effectiveness of education loan.

Chapter V: Effectiveness of Commercial Banks Financing Higher Education-Bankers Perspective–Analysis and Interpretation of data

This chapter will presents the analysis of data relating to commercial banks lending to higher education students that will be collected by discussions with the officials of the bank branches with the help of pre-designed questionnaire. This chapter also presents problems faced by the bankers while sanctioning loan, utilisation of loan, recovery problems, NPAs and effectiveness of education loan.

Chapter VI: Summary of Findings, Suggestions and Conclusion

The last chapter presents the summary of findings, suggestions based on the findings and also conclusion. Areas of further research will be provided in this chapter.

14. KEY FINDINGS OF THE STUDY

14.1: Sample Profile

Table 14: Profile of the Sample Education Loan Borrowers

	Classification	COB	KBL	Total
Locality of Residence	Urban	98 (46.4%)	59 (41.8%)	157 (44.6%)
	Semi-Urban	35 (16.6%)	14 (9.9%)	49 (13.9%)
	Rural	78 (37.0%)	68 (48.2%)	146 (41.5%)
	Total	**211(100%)**	**141(100%)**	**352 (100%)**
Age	18-22	37 (17.5%)	24 (17.0%)	61 (17.3%)
	23-26	72 (34.1%)	44 (31.2%)	116(33.0%)
	27-30	49 (23.2%)	45 (31.9%)	94 (26.7%)
	Above 30	53 (25.1%)	28 (19.9%)	81 (23.0%)
	Total	**211 (100%)**	**141 (100%)**	**352 (100%)**
Gender	Male	132 (62.6%)	69 (48.9%)	201(57.1%)
	Female	79 (37.4%)	72 (51.1%)	151(42.9%)
	Total	**211 (100%)**	**141 (100%)**	**352 (100%)**
Religion	Hindu	206 (97.6%)	135 (95.7%)	341 (96.9%)
	Muslim	3 (46.4%)	4 (46.4%)	7 (46.4%)
	Christian	2 (46.4%)	2 (46.4%)	4 (46.4%)
	Total	**211 (100%)**	**141 (100%)**	**352 (100%)**

Caste	GM	71 (33.6%)	46 (32.6%)	117 (33.2%)
	OBC	121 (57.3%)	72 (51.1%)	193 (54.8%)
	SC	17 (8.1%)	14 (9.9%)	31 (8.8%)
	ST	2 (0.9%)	9 (6.4%)	11 (3.1%)
	Total	**211 (100%)**	**141 (100%)**	**352 (100%)**
Marital Status	Single	122 (57.8%)	100 (70.9%)	222 (63.1%)
	Married	89 (42.2%)	41 (29.1%)	130 (36.9%)
	Divorcee	0	0	0
	Widow/widower	0	0	0
	Total	**211 (100%)**	**141 (100%)**	**352 (100%)**
Type of family	Nuclear	147 (69.7%)	119 (84.4%)	266 (75.6%)
	Joint	56 (26.5%)	21 (14.9%)	77 (21.9%)
	Hindu undivided family	8 (3.8%)	1 (0.7%)	9 (2.6%)
	Total	**211 (100%)**	**141 (100%)**	**352 (100%)**

Table 15: Profile of Sample Branch Managers

Particulars	**Classification**	**No. of Branches**		**Total**
		Corporation Bank	**Karnataka Bank Ltd.**	
Branch Location	Urban	21 (60%)	17 (51.5%)	38 (55.9%)
	Semi-Urban	10 (28.6%)	9 (27.3%)	19 (27.9%)
	Rural	4 (11.4%)	7 (21.2%)	11 (16.2%)
	Total	**35 (100%)**	**33 (100%)**	**68 (100%)**
Education qualification	PUC	4 (11.4%)	0 (0%)	4 (5.8%)
	UG	11(31.5%)	21(63.6%)	32 (47.1 %)
	PG	20 (57.1%)	12(36.4%)	32 (47.1 %)
	Total	**35(100%)**	**33(100%)**	**68(100%)**
Total Number of years of experience in the bank	0-10	10 (28.6%)	3 (9.1%)	13 (19.1%)
	11-20	12 (34.3%)	17 (51.5%)	29 (42.7%)
	21-30	5 (14.3%)	9 (30.3%)	14 (20.6%)
	31-40	8 (22.8%)	4 (12.1%)	12 (17.6%)
	Total	**35 (100%)**	**33 (100%)**	**68 (100 %)**
Number of years of experience in the present position	0-9	29 (82.9%)	22 (66.7%)	51 (75 %)
	10-19	4 (11.4%)	11 (33.3%)	15 (22.1%)
	20-29	2 (5.7%)	00	2 (2.9 %)
	30-39	00	00	00
	Total	**35 (100%)**	**33 (100%)**	**68 (100%)**

14.2 Course and Education Loan Information

- 63.6% borrowers were informed about education loan by their family, friends and relatives, 58.5% got the information from their educational institutions, 31.0% were informed by bank officials and 20.7% got the information from the media.
- 53.7% candidates borrowed education loan for their post-graduation course studies, 42.6% candidates borrowed the education loan for their professional UG/PG course

studies and 3.7% candidates borrowed education loan for their graduation course studies.

- 37.8% borrowers had their course fee Rs.1 Lakh-Rs.4 lakh, 25.3% had fee Rs.50,000-Rs.1 lakh, 13.9% candidates had fee upto Rs.50,000, 11.9% had Rs.4 lakh- Rs.10 lakh, 6.2% had Rs.10 lakh-Rs.15 lakh, 4.8% had their course fee Rs.15 lakh and above.
- 55.4% borrowers studied in private unaided institutions, 17.3% in government institutions, 11.1% in private aided institutions, 5.4% in private universities, 5.1% in deemed to be institutions, 4.5% in autonomous institutions and 1.1% studied in institutions of national importance.
- 33.5% respondents borrowed education loan in the range of Rs.1,00,001-2,00,000 and 24.7% in the range Rs.50,001-1,00,000.
- 76.4% borrowers used savings of the family along with loan from banks to meet their higher education cost, 36.1% borrowed money from their relatives, 13.4% by sale/pledge of property.
- 84.4% borrowers availed the loan due to lack of adequate family income to meet the cost of higher education, and 50.0% for not willing to borrow money from relatives.
- The purpose/cost or expenses covered by the education loan borrowed by the sample candidates was 100% for tuition fee payable to college/hostel, 71.9% for examination/library/laboratory fee, 44.0% for purchase of books/equipments/ instruments/uniforms, 22.7% for other expenses of the student/maintenance cost, etc.
- 52.8% borrowers offered third party guarantee, 51.1% offered estimate from educational institutions, 36.4% candidates offered no security, and 14.5% offered land and building security
- 47.4% candidates felt that the rate of interest on the education loan was very high, 41.5% felt it to be high and only 11.1% candidates felt the rate of interest as moderate.
- 80.7% borrowers did not exercise any influence on bank officials for getting the loan and 19.3% exercised influence for getting the loan.
- There was positive awareness level among the borrowers of both Corporation Bank and Karnataka bank Ltd., regarding most of the information on education loan.

14.3 Utilisation of Education Loan

- All the sample borrowers of both sample banks utilised the education loan fully towards meeting their educational expenses.
- In this study, the total sample education loan borrowers had opined that they had not borrowed education loan more than actually needed.

14.4 Repayment of Education Loan

- 48.6 % borrowers had got employment immediately after completing their higher education. 23% did not get employment immediately, they might attained it on later days.
- 67.6% of the borrowers had started repayment of loan borrowed. 32.4% had not yet started repayment, either they may be studying at present, or they may be under moratorium period or yet to get employment
- 63.9% of the total sample borrowers of education loan used their salary income for the repayment of education loan. 3.7% used family income for the repayment. 32.4% of them not yet started repayment, hence not applicable here.
- 67.6% of total education loan borrowers had already started repayment of education loan, their responses were not applicable here.
- 20.7% of the borrowers repaid 76-99% amount so far including interest and principal.
- 63.6% of the borrowers were repaying regularly and 4.0% of the borrowers were not. 32.4% of the borrowers' opinion was not applicable here because they were yet to start repayment.
- 56.3% of total sample education loan borrowers belonged to regular category of borrowers who started repayment.
- 52% were satisfied with the bank official's involvement in the education loan recovery process. It was followed by 32.4% as neutral about this, 12.5% were highly satisfied, and 3.1% were dissatisfied.
- 48.3% had received reminder SMS/phone call for repayment of loan. it was followed by 32.7% received reminder notice sent by the banks for repayment of education loan, 13.1% were charged penalty.
- The banks recovered the loan from 38.6% candidates by educating the borrowers, 27.6% through interest waiver scheme, 23.9% through interest subsidy to students from economically weaker sections, and 9.9% through 1% interest concession for interest serviced during the study period.

- The results showed that the benefits on various information on education loan among Corporation Bank and Karnataka bank Ltd. and there was positive awareness level among the borrowers of both Corporation Bank and Karnataka Bank Ltd., on most of the information on education loan.
- The results showed that the satisfaction level on various related aspects on education loan among Corporation Bank and Karnataka Bank Ltd. There was positive satisfaction level among the borrowers of both Corporation Bank and Karnataka bank Ltd. on most of the information on education loan.
- 96.6% of total sample education loan borrowers opined that education loan had helped them in pursuing higher education.

14.5 Education Loan Related Information (Banker Perspective)

- Most of the loan for education was sanctioned by the 67 (98.5%) sample branches for studies in India.
- The loan was borrowed for higher education in various approved courses mainly in India. Most of the bank managers sanctioned loan for engineering courses (86.8%), with a total of 59 branches, which was followed by management courses in 35 branches (51.5%), medical courses (42.6%), with a total of 29 branches, graduation courses (35.3%), post-graduation courses (29.4%), other professional/ technical/diploma (20.6%) and approved courses in foreign countries (19.1%).
- Majority of the branch managers (58.8%) opined that the majority of the borrowers got admission in government college or universities, private universities (54.4%), private unaided colleges (50%), private aided colleges (47.1%), deemed to be universities (45.6%) and institutions of national importance like NITK (8.8%).
- 75% of them opined that borrowers' parents were mainly private employees.
- 83.8% of the managers opined that majority of the borrowers apply for the amount of loan Rs. 4 lakh and below at their branches.
- 72.1% of the managers sanctioned the entire amount for which the borrowers had applied. 27.9% had not sanctioned the entire amount applied.
- 72.1% of the managers had considered suitable collateral securities along with co-obligation of parents, which was applicable when the loan amount was above Rs.7.5 lakhs. 69.1% had also considered proper follow-up to be done after sanctioning of education loans. 54.4% had considered repayment capacity of the family or the student based on the income level of the parents and job prospects of the concerned courses while sanctioning education loan.

- 58.8% of the managers opined that the awareness level of students regarding education loan was 'to some extent'. 25% of the managers opinion that students had 'high' level of awareness about education loan, and 11.8% of them noticed that awareness was 'very high'.
- Overall 77.9% of the managers opined that they promoted education loan scheme through advertisements.

14.6: Education Loan Sanction and Disbursement

- 92.6% of the total sample branch managers opined that they did not get any influence in the selection of education loan borrowers.
- 32.4% of the total sample branch managers opined that there was time lag between the submission of loan application and sanctioning of loan.
- 26.5% of the managers opined that the concerned borrowers' failure to submit required documents was one of the reasons for delay in sanctioning loan after the submission of education loan application.
- 82.4% of the managers were fixing the maximum amount of education loan as per the norms specified by the RBI. It was followed by 63.2% who considered the norms of IBA, 30.9% of the managers considered cost of education.
- 85.3% of sample bank managers conducted follow-up of progress of students or education loan borrowers.
- Majority of managers of both the banks (67.6%), obtained progress report/mark cards of semester or year of the students who borrowed education loan.
- 42.6% of them opined that poor academic performance of the students was one of the reasons for rejection of application for education loan.

14.7 Utilisation of Education Loan

- 1.5% of the managers opined that they had noticed mis-utilisation of education loan. As per sample branch managers of Corporation Bank, they had not yet observed any mis-utilisation of education loan.
- 32.4% of the sample bank managers opined that, if they noticed the mis-utilisation of loan amount, they reported the same to their higher authorities'. It was followed by 26.5% managers' opinion that they conducted personal follow-up for the repayment of loan by the borrowers. 19.1% of the managers opined that they considered taking legal action for mis-utilisation of loan by the borrowers.

- 94.1% of the managers of sample banks opined that they conducted follow-up of utilisation of education loan by the students. In the case of Corporation Bank and Karnataka Bank Ltd., 94.3% and 93.9% of the managers, respectively, opined that they did follow-up on proper utilisation of education loan.
- 45.6% of the managers of both the banks opined that they conducted follow-up by getting semester-wise progress report of the education loan borrowers. 29.4% of the managers conducted annual follow-up on the progress in the studies of the borrowers, 14.7% of the managers conducted follow-up either before or at the time of release of loan amount or disbursement, and 4.4% of the managers obtained fee paid receipt from the borrowers.

14.8 Recovery of Education Loan

- 64.7% of total sample bank managers opined that the repayment wass regularly done by the education loan borrowers.
- 91.2% of the managers opined that the salary income was the major source for repayment of loan. 19.1% of the managers also opined that family income also used to repay the loan by borrowers.
- 30.9% of them opined that the borrowers were irregular in repayment of education loan. 14.7% of the managers noticed defaulters in education loan. 11.8% of them observed wilful defaulters and 8.8% of the mangers noticed NPA also.
- 45.6% of the managers opined that about 51%-75% of education loan was repaid so far. 39.7% of the managers opined that 76%-100% education loan was recovered, 13.2% of the managers opined that about 26%-50% of education loan was recovered, 1.5% of them opined that they observed recovery of education loan below 25%.
- 79.4% of the managers collected on interest on education loan along with repayment of principal amount of loan (EMI-equated monthly instalments). 13.2% of the managers collected after the education loan borrowers got the job, and 7.4% of the managers opined that the interest on education loan was collected at the completion of the course, during moratorium period.
- 58.8% of the bank managers experienced low rate of recovery in education loan in their bank branches. In the case of Corporation Bank, 85.7% of the managers noticed low rate of recovery and in Karnataka Bank Ltd. 30.3% of the managers observed low rate of recovery in education loan.

- Regarding the causes for low rate of recovery of education loan both banks considered lack of adequate income from employment, lack of honesty of borrower and wilful default and no employment after completion of the course.
- 60.3% of the managers opined that they had achieved the target of lending education loan at their branches.
- 45.6% of the managers opined that they conducted regular meetings with the education loan borrowers on specified intervals.
- 44.1% of the bank managers experienced NPA on education loan at their bank branches. In the case of Corporation Bank 62.9% of the managers noticed NPA on education loan at their branches and in Karnataka Bank Ltd., 24.2% of the managers observed NPA on education loan at their branches.
- 13.2% of the managers who noticed NPA on education loan at their branches opined that education loan NPA contributed 10-15% to the NPA of total loans and advances.
- 27.9% of the managers opined that the education loan NPA was increasing over the previous five years.
- 72.1% of the managers observed delay in getting job/unemployment was one of the major factors for NPA in education loan. 57.4% of the managers noticed inadequate income from employment/ low income, 44.1% each identified discontinuation of the course by borrowers and wilful default.
- 83.8% of the bank managers opined that there was a need for life insurance coverage on students' life who availed loan.

14.9 Hypothesis Results

H1. There is a significant growth in the higher education loan provided by commercial banks.

H1.1: There is a significant growth in the number of account holders for education loan provided by commercial banks in study region.

Table 16: Results of Independent Sample t-test on the growth of number of account holder in the Commercial Banks

Year	Mean	S.D.	t	P
2010-11 to 2014-15	16533.2500	453.26400	4.277	P<0.01**
2015-16 to 2017-18	18527.7500	815.02858		

Source: Survey Data

As per the above table 16, provides evidence that, there is growth in number of accounts holder in education loan from 2010-11 to 2017-18. The average number of accounts for 2010 to 2014 was 16533, which had increased up to 18528 from the year 2015-16 to 2017-18. The t-test value shows 4.277 with 1% level significance, Hypothesis **1.1 is supported and accepted**.

H1.2: There is a significant growth in the sanction of loan amount for higher education provided by commercial banks in study region

Table 17: Results of One-way Anova on the growth of Commercial Banks

Year	Mean	S.D.	Min.	Max.	F	P
2010-11 To 2012-13	25746.0000	2025.07210	24062.00	27993.00	**8.990**	**P<0.05***
2013- 14 To 2014-15	38156.0000	7851.71370	32604.00	43708.00		
2015 -16 To 2017-18	44673.6667	6450.42172	37985.00	50856.00		
Overall	**35946.3750**	**10024.76803**	**24062.00**	**50856.00**		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the table 17, on the basis of one-way Anova results and descriptive statistics for two and four years comparison of amount outstanding in education loan, there is growth from 2010 to 2018, amount outstanding increased from Rs.24062.00 lakh (2010) to Rs.50856 lakh (2018), as the F value is shows **8.990 with p value less than** 0.05, **Hypothesis H1.2 is accepted at 5 % level of significance.**

H1.3: There is a significant difference between Corporation Bank and Karnataka Bank Ltd. regarding growth in the higher education loan in the study region.

Table 18: Results of Independent Sample t-test between growth in Higher Education Loan and Type of Commercial Bank

Banks	Average Bank Loan	S.D.	t	P value
Corporation Bank	5524.0000	566.34795	9.604	P<0.01**
Karnataka Bank Ltd.	1683.2000	692.02001		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the 18, based on the results of t-test for independent sample, there is significant difference in the average loan sanctioned by the Corporation Bank and Karnataka Bank Ltd. **As the p value is less than 0.01, Hypotheses H 1.3 is accepted.**

H1.4: There is a significant growth in the higher education loan provided by Corporation Bank in the study region.

Table 19: Results of Independent Sample t-test on the growth of Higher Education Loan by the Corporation Bank

Banks	Average Bank Loan	Std. Deviation	t	P value
2013-16	5134.0000	228.21262	4.905	P<0.05**
2017-18	6109.0000	195.16147		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The as per table 19, the results of t-test for independence show that there is a significant growth in the average loan sanctioned by the Corporation Bank from 2013 to 2018, the outstanding loan in 2013-14 was Rs. 2535 which to Rs.1298 in 2017-18. As the p value is less than 0.05, **Hypotheses is supported at 5 % level significance and is accepted**.

H1.5: There is a significant growth in the higher education loan provided by Karnataka Bank Ltd. in the study region.

Table 20: Results of Independent Sample t-test on the growth of Higher Education Loan by the Karnataka Bank Ltd.

Banks	Average Bank Loan	S.D.	t	P value
2013-16	1596.0000	814.25610	-.303	P>0.05
2017-18	1814.0000	729.73420		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 20 shows the results of t-test for independence. There is no significant growth in the average loan sanctioned by Karnataka Bank Ltd. The outstanding loan in 2013-14 was Rs. 2535 which decreased to Rs.1298 in 2017-18. As the p value is more than 0.05, Hypotheses is **rejected and failed to accept H1.5.**

H2: Preference of Educational Institution and Type of Course depends on Economic and Educational Qualification of Parents.

Table 21: Results of Fisher Exact Test between Preference of Educational Institution and Type of Course on Economic and Educational Qualification of the Parents

Variable	df	FETV	P value
Preference of Educational Institution			
Parents' Occupation	48	146.208	P<0.01**
Educational Qualification of the parents	24	89.654	P<0.01**
Annual Income of the Family	30	109.121	P<0.01**
Preference of Type of Course			
Parents' Occupation	16	177.115	P<0.01**
Educational Qualification of the parents	20	149.381	P<0.01**
Annual Income of the Family	25	268.401	P<0.01**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The above results show fisher exact test values 146.208, 89.654 and 109.121. The preference of type of educational institution for education depends on the occupation, educational qualification and income level of the family as p value is less than 0.01 for all the variables.

Based on the above results, preference of type course and economic and educational status, the calculated fisher exact test value is 177.115, 149.381 and 268.401. There is association of variables regarding preference of type of course for depending on the parents' occupation, educational qualification and Income level of the family. As p value is less than 0.01 for all the variables, **Hypothesis 2 is supported and accepted** at 1% level of significance. Hence, it can be inferred that preference of educational institution and type of course is associated with economic and educational status of parents.

H3: Problems faced in Education Loan by the borrowers depends on Demographic factors, Educational Preference, Type of Banks and immediate employment.

H3.1: Problems Faced by the borrowers in availing Education Loan has significant difference among demographic variables.

Table 22: Results of t-test and One-way Anova between Problems Faced in Availing Education Loan and Demographic Variables

Demographical Variable	F or t value	P value
Residential Location	2.205	P>0.05
Age	14.017	P<0.01**
Gender	3.556	P<0.01**
Religion	0.238	P>0.05
Caste	12.000	P<0.01**
Marital Status	1.696	P<0.01**
Type of Family	4.623	P<0.05*
Education Qualification	8.398	P<0.01**
Occupation	5.905	P<0.01**
Income	6.908	P<0.01**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 22 shows significant mean difference among various demographical variables of the borrowers with respect to problems on education loan. The results of t-test and One-way Anova, shows the significant mean difference among demographical variables except, residence or locality and religion. As the p value is less than 0.05, **Hypothesis H3.1 is supported and accepted**. Hence, based on the overall results, the problems in education loan has significant difference among most of the educational preference of the borrowers.

H3.2: Problems Faced by the borrowers in availing Education Loan has significant difference among Educational Preference.

Table 23: Results of One-way Anova between Problems Faced in Availing Education Loan and Educational Preference

Variable	Course	Type of Institution	Amount of Loan Borrowed
Problems	9.572 P<0.01**	2.987 P<0.01**	5.458 P<0.01**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 23 shows significant mean difference among various educational preference of the borrower with respect to overall problems faced relating to education loan. Based on the above results of One-way Anova, the overall problems of education loan show the significant mean difference among educational preference of the borrower in the case of course, type of education institution and amount of loan borrowed. The p value is less than 0.01, which supported the **Hypothesis**, **H3.2 is accepted**. Hence, overall results the overall problems on education loan has significant difference among most of the educational preference of the borrowers.

H3.3: Problems Faced by the Borrowers in Availing Education Loan has significant difference between Corporation Bank and Karnataka Bank Ltd. borrowers.

Table 24: Results of Independent Sample t-test between Problems Faced by the Borrowers and Type of Bank

Variable	Bank	Mean	S.D.	t-value	P value
Problems	Corporation Bank	2.8201	.66426	.603	P >0.05
	Karnataka Bank Ltd.	2.8740	.90734		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 24 shows significant mean difference between the borrowers of Corporation Bank and Karnataka Bank Ltd. with respect to problems faced by them in availing education loan. The results of independent sample t-test show that there is a significant mean difference between the borrowers of Corporation Bank and Karnataka Bank Ltd. with respect to problems such as high rate of interest, delay in availing interest subsidy and political interference and sponsoring agency interference, as the p value is less than 0.05. But in the case of other variables of problems on education loan, there is no significant mean difference as the p value is more than 0.05. Hypothesis is not supported and **H3.3 is rejected**.

H3.4: Problems Faced in Availing Education Loan has significant difference between employed and not immediately employed borrowers after completing the education.

Table 25: Results of Independent Sample t-test between Problems Faced in Availing Education Loan and Employment Status

Problems	Immediate Employment	Mean	S.D.	t- value	P value
Overall Problems	Yes	2.5705	.66442	6.345	P<0.01**
	No	3.0638	.78351		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 25 reveals significant mean difference between immediately employed and not employed borrowers after completing higher education with respect to problems faced by the borrower while availing education loan. The results of t-test show that most of the borrowers faced problems while availing education loan showing a significant difference between immediately employed and not immediately employed borrowers after completing higher education. As the p value is less than 0.05 for all given variables, Hypothesis is **supported at 1% level of significance**, **H3.4 is accepted**.

H4: Awareness level, Satisfaction Level and Empowerment through Education Loan Depends on Type of Bank, Demographic Profile and Educational Preference.

H4.1: Awareness level, satisfaction level and empowerment through education loan depends on type of bank.

Table 26: Results of Independent Sample t-test between Awareness level, Satisfaction Level and Empowerment on Type of Bank

Factors	Bank	Mean	S.D.	t-value	P value
Awareness Level	Corporation Bank	3.7058	.73240	1.776	P>0.05
	Karnataka Bank Ltd.	3.5171	1.11071		
Satisfaction Level	Corporation Bank	3.4043	0.43651	2.166	P < 0.05*
	Karnataka Bank Ltd.	3.5346	0.61897		
Empowerment					
Personal Empowerment	Corporation Bank	3.7122	.68351	2.215	P <0.05*
	Karnataka Bank Ltd.	3.8524	.50213		
Family Empowerment	Corporation Bank	3.7204	.66548	2.222	P <0.05*
	Karnataka Bank Ltd.	3.5656	.60107		
Economic Empowerment	Corporation Bank	3.7830	.55627	4.419	P<0.01**
	Karnataka Bank Ltd.	3.4476	.77822		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the table 26, the results of independent sample t-test, shows a significant mean difference between borrowers of Corporation Bank and Karnataka Bank Ltd. with respect empowerment and satisfaction level, as the p value is less than 0.05. But in the case of other variables on awareness on education loan, there is no significant mean difference as the p value is more than 0.05, **Hypothesis H4.1 is accepted.**

H4.2: Awareness Level, Satisfaction Level and Empowerment through Education Loan depends on Demographic Profile

Table 27: Results of Independent Sample t-test between Awareness Level, Satisfaction Level and Empowerment on Type of Bank and Demographic Profile

Variable	Residence	Age	Gender	Religion	Caste	Marital Status	Type Of Family	Education Qualification	Occupation	Income
Awareness	F=1.689 P>0.05	F=17.887 P<0.01**	**t=**.682 P>0.05	F=.046 P>0.05	**F=14.248** **P<0.01****	**t=**.653 P>0.05	F= 1.836 P>0.05	**F= 9.030** **P<0.01****	F=.874 P>0.05	F= 1550 P>0.05
Level of Satisfaction	.431 P>0.05	**19.520** **P<0.01****	**t=6.491** **P<0.01****	3.004 P>0.05	**11.500** **P<0.01****	t=0.316 P>0.05	2.508 P>0.05	.579 P>0.05	**8.075** **P<0.01****	**8.387** **P<0.01****
Personal Empowerment	**3.672** **P<0.05**	**9.250** **P<0.01****	**-2.574** **P<0.05**	**7.142** **P<0.01**	**6.164** **P<0.01****	**.983** **P>0.05**	**4.159** **P<0.05**	**9.356** **P<0.01****	**11.693** **P<0.01****	**14.950** **P<0.01****
Family Empowerment	**2.643** **P<0.05**	**11.342** **P<0.01****	**-1.017** **P>0.05**	**5.296** **P<0.05**	**5.574** **P<0.05**	**1.480** **P>0.05**	**7.890** **P<0.01****	**7.434** **P<0.01****	**5.312** **P<0.01****	**1.220** **P>0.05**
Economic Empowerment	**2.134** **P>0.05**	**16.585** **P<0.01****	**.601** **P>0.05**	**2.612** **P>0.05**	**11.955** **P<0.01****	**2.663** **P<0.05**	**8.158** **P<0.01****	**21.862** **P<0.01****	**3.633** **P<0.05**	**4.008** **P<0.05**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 27, the overall results of t-test of independent sample and One-way Anova, reveal that the overall awareness level, level of satisfaction, personal empowerment, family empowerment, and economic empowerment, show the significant difference among most of the variables. As the **p value is less than 0.05. Hypothesis H4.2 is accepted.**

H4.3: Awareness Level, Satisfaction Level and Empowerment through Education Loan depends on Educational Preference of the Borrowers.

Table 28: Results of One-way Anova Test between Awareness, Satisfaction and Empowerment on Educational Preference of the Borrowers

Variable	Course	Educational Institution	Amount of Loan
Awareness	F=8.653 P<0.01**	F=5.426 P<0.01**	F=3.731 P<0.05*
Level of Satisfaction	.196 P>0.05	1.243 P>0.05	13.281 P<0.01**
Personal Empowerment	F=.0.94 P>0.05	F=11.862 P<0.01**	F=7.560 P<0.01**
Family Empowerment	F=.1.947 P>0.05	F=10.638 P<0.01**	F=3.296 P<0.05*
Economic Empowerment	21.042 P<0.01**	F=10.080 P<0.01**	F=2.037 P<0.05*

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 28, considering the results of t-test of independent sample and One-way Anova, the overall awareness level, level of satisfaction, personal empowerment, family empowerment and economic empowerment show the significant difference among most of the variable. As the p value is less than 0.05. **Hypothesis H4.3 is supported and accepted.**

H5: Reasons for Preference for Education loan depends on Parents' Family Background and Preference of Education of the Borrowers.

Table 29: Results of Chi-square and Fisher Exact Test among Reasons for Preference for Education Loan, Family Background and Preference of Education of the Borrowers

Reasons	Family Background			Preference of Education			
	Occupation	Educational Qualification	Annual Income	Course	Course Fee Structure	Type of the Educational Institution	Total Amount Loan
Lack of adequate family income to meet the cost of higher education	CSTV=55.050 P<0.01**	CSTV=9.473 P<0.01**	CSTV=10.756 P>0.05	CSTV=54.09 P>0.05	CSTV=33.395 P<0.01**	FETV=52.370 P<0.01**	CSTV=56.111 P<0.01**
For pursuing quality education from reputed institution	CSTV=23.165 P<0.01**	CSTV=67.879 P<0.01**	CSTV=97.788 P<0.01**	CSTV=3.783 P>0.05	CSTV=54.999 P<0.01**	CSTV=44.063 P<0.01**	CSTV=38.317 P<0.01**
Not willing to borrow money from relatives	CSTV=52.836 P<0.01**	CSTV=45.882 P<0.01**	CSTV=76.624 P<0.01**	CSTV=8.186 P<0.05*	CSTV=48.406 P<0.01**	CSTV=55.096 P<0.01**	CSTV=42.158 P<0.01**
Suggested by relatives and friends	CSTV=83.516 P<0.01**	CSTV=14.286 P<0.01**	FETV=15.553 P<0.01**	CSTV=3.166 P>0.05	FETV=5.435 P>0.05	CSTV=10.720 P>0.05	CSTV=27.137 P<0.01**
High interest rate charged by money lenders	FETV=10.186 P>0.05	CSTV=12.440 P<0.01**	CSTV=35.704 P<0.01**	CSTV=0.33 P>0.05	CSTV=11.334 P<0.05*	CSTV=5.444 P>0.05	CSTV=11.978 P<0.01**
For availing Income tax benefit for interest on education loan	CSTV=91.906 P<0.01**	CSTV=90.569 P<0.01**	CSTV=96.704 P<0.01**	CSTV=101.199 P<0.01**	CSTV=93.621 P<0.01**	CSTV=66.973 P<0.01**	CSTV=62.722 P<0.01**
To preserve the family assets/ continue higher education without the financial support of family/desire to be self-reliance	CSTV=40.914 P<0.01**	CSTV=57.482 P<0.01**	CSTV=74.906 P<0.01**	CSTV=4.264 P>0.05	CSTV=74.855 P<0.01**	CSTV=28.676 P<0.01**	CSTV=55.793 P<0.01**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level* *No Star: No Significance*

In the above table 29, the Chi-square test results show association between preference of reasons for education loan and parents' family background and preference of education related aspect by the borrowers. The results regarding various reasons for preference of education loan depends on educational qualification, occupation, and annual income of the parents. As the p value is less than 0.05, Hypothesis is supported and **H5 is accepted**. Hence, the reasons for preference for education loan depends on parents' family background and preference related to education of the borrowers.

H6: Factors Motivated to Repay the Loan Instalments Regularly Depends on Demographical Variables.

Table 30: Results of Chi-square and Fisher Exact Test between Factors Motivated to repay the Loan and Demographical Variables

Factors	Age	gender	Religion	Caste	Marital Status	Type of Family
Adequate income	CSTV=238.827 P<0.01**	CSTV=35.165 P<0.01**	CSTV=23.101 P<0.01**	CSTV=57.827 P<0.01**	CSTV=82.765 P<0.01**	FETV= 26.784 P<0.01**
Self esteem	CSTV=202.169 P<0.01**	CSTV=15.620 P<0.01**	CSTV=23.101 P<0.01**	CSTV=74.544 P<0.01**	CSTV=75.402 P<0.01**	FETV= 45.389 P<0.01**
Fear of action	CSTV=199.579 P<0.01**	CSTV=35.201 P<0.01**	CSTV=23.101 P<0.01**	CSTV=81.545 P<0.01**	CSTV=70.505 P<0.01**	FETV= 28.457 P<0.01**
To avail further loan	CSTV=203.728 P<0.01**	CSTV=12.897 P<0.01**	CSTV=23.101 P<0.01**	CSTV=43.292 P<0.01**	CSTV=83.894 P<0.01**	FETV= 19.262 P<0.01**
Responsibility of borrower	CSTV=188.073 P<0.01**	CSTV=17.823 P<0.01**	CSTV=23.101 P<0.01**	CSTV=44.806 P<0.01**	CSTV=63.372 P<0.01**	FETV= 22.111 P<0.01**
Reminder received from the bank	CSTV=185.804 P<0.01**	FETV 8.902 P<0.05*	CSTV=23.101 P<0.01**	CSTV=35.795 P<0.01**	FETV=66.648 P<0.01**	FETV=14.638 P<0.01**
Threat from banks loan recovery agents	CSTV=184.622 P<0.01**	CSTV=11.057 P<0.01**	CSTV=23.101 P<0.01**	CSTV=34.522 P<0.01**	FETV=65.495 P<0.01**	FETV= 15.462 P<0.01**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level* *No Star: No Significance*

In the above table 30, the results of Chi-square test show an association between factors motivated to repay the loan instalments regularly and demographical variables relating to borrowers. The results show that factors motivated to repay the loan instalments is associated with demographical variables, as indicated by p value which is less than 0.05. Hypothesis is supported, **H6 is accepted**. Hence, the factors motivated the education loan borrowers to repay the loan instalments regularly depends on the demographical variables relating to borrowers.

H7: The Awareness level and Satisfaction level of Education loan borrowers have direct effect on Problems and Empowerment through higher education loan.

H7.1: The Awareness on Education loan has impact on Problems faced in education loan.

Table 31: Model Summary Results between Awareness and Problems

Model	B	S. E	t.	Sig.	R	R2	Adj. R2	F (sig.)
(Constant)	1.847	.161	11.455		0.324	0.105	0.102	40.441 **(p<0.01**)**
Model-1 Awareness and Problems	.456	.072	6.359	0.01**				

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 31, the coefficient of correlation(R) is 0.324, it shows that there is a relationship between the level of awareness and problems attained during education loan process. R Square value (10.5%) represents the contribution of coefficient of determination on independent variable to dependent variable.

The overall level of awareness and problems faced in education loan is statistically significant, as the p value is less than 0.05. The ANOVA results show that p value is less than 0.01, the model is significant. As the p value is less than 0.01. Hypothesis is supported, **H7.1 is accepted**. Hence, the awareness level while applying for education loan has direct effect on level of satisfaction.

H7.2: The Satisfaction level on education loan has Impact on Problems in education loan:

Table 32: Model Summary Results between Satisfaction and Problems in Education Loan

Model	B	S. E	t.	Sig.	R	R2	Adj. R2	F (sig.)
(Constant)	4.467	.275	16.272		.307[a]	.094	.091	35.788 **(p<0.01**)**
Model-1 Satisfaction and Problems	-.468	.078	-5.982	0.01**				

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 32, the coefficient of correlation(R) is 0.307. It indicates that there is a relationship between the level of satisfaction and problems faced during education loan process. R Square value (0.094%) represents the contribution of coefficient of determination on independent variable to dependent variable. As the p value is less than 0.05, the overall level of satisfaction and problems faced in education loan are statistically significant.

The above ANOVA results show that p value is less than 0.01, the model is significant. As the p value is less than 0.01. Hypothesis is supported and **H7.2 is accepted**. Hence, the satisfaction level after borrowing and utilising education loan service has direct effect on problems faced while availing and repayment of education loan.

H7.3: The Awareness on education loan has direct effect on Empowerment of the borrowers after availing higher education loan.

Model Summary

In case of direct effect of the awareness on education loan on overall empowerment

Table 33: Model Summary Results between Awareness and Empowerment

Model	B	S. E	t.	Sig.	R	R2	Adj. R2	F (sig.)
(Constant)	3.034	.112	27.160					
Model-1 Awareness and Empowerment	.181	.030	6.064	0.01**	.308[a]	.095	.092	36.775 **(p<0.01**)**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 33, the coefficient of correlation (R) is 0.308. It shows that there is a relationship between level of awareness on education loan and overall empowerment. r square value (0.095) represents the contribution of coefficient of determination on independent variable to dependent variable.

The table shows that the overall awareness and overall empowerment are statistically significant at 1% level, as the p value is less than 0.01. The above ANOVA results show that p value is less than 0.01, the model is significant. As the p value is less than 0.01. **Hypothesis is supported and H7.3 is accepted**. Hence, the level of awareness on education loan has direct effect on overall empowerment of the borrowers after availing higher education loan.

H7.4: The Level of Satisfaction on education loan has direct effect on Overall Empowerment of borrowers after availing higher education loan.

Model Summary

In case of direct effect of Level of Satisfaction on overall empowerment

Table 34: Model Summary Results between Level of Satisfaction and Empowerment

Model	B	S. E	t.	Sig.	R	R2	Adj. R2	F (sig.)
(Constant)	2.906	.186	15.598					
Model-1 Level of Satisfaction and Empowerment	.227	.053	4.266	0.01**	.222[a]	.049	.047	4.266 **(p<0.01**)**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 34, the value of coefficient of correlation(R) is 0.222. It shows that there is a relationship between level of satisfaction on education loan and overall empowerment. R square value (0.049) represents the contribution of coefficient of determination on independent variable to dependent variable. The overall level of satisfaction and overall empowerment are statistically significant at 1% level as the p value is less than 0.01.

The ANOVA results show that p value is less than 0.01. The model is significant, as the p value is less than 0.01. **Hypothesis 7.4 is accepted**. Hence, the level of satisfaction on education loan has direct effect on overall empowerment of the borrowers after availing higher education loan.

H8: Empowerment after availing education loan has direct effect on Problems of Education Loan.

Table 35: Coefficients Results between Empowerment and Problems of Education Loan

Model	B	S. E	t.	Sig.	R	R2	Adj. R2	F (sig.)
(Constant)	2.477	.270	9.185	.000	.495[a]	.245	.238	37.022 **(p<0.01**)**
Personal Empowerment	-.567	.071	-8.038	.000				
Family Empowerment	.492	.087	5.634	.000				
Economic Empowerment	.191	.075	2.549	.011				

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 35, there is a positive slope coefficient for the independent variables. The variables are statistically significant at 1 % level is personal empowerment (p=0.001), and family empowerment (p=0.001). Economic empowerment is statistically significant at 5 % level, as the p value is 0.011. If the borrowers have personal empowerment through education loan, the problems from education loan decrease by 0.567. The family and economic empowerment of the borrowers through education loan has impact on problems by 0.492 and 0.191. Hence, the various empowerments through education loan have direct effect on problems faced in education loan.

The value of coefficient of correlation(R) is 0.495. It shows that there is a relationship between the empowerment and problems. R Square value (0.245) represents the contribution of coefficient of determination on independent variable to dependent variable. The empowerment through education loan contributes to problems by 24.5%

and remaining 76.2% are not studied. The adjusted R square (0.238) indicates the variation of variable. On the basis of the ANOVA results p value is less than 0.05, **Hypothesis 8 is accepted**. Hence, the empowerment level of borrowers after availing education loan service has direct effect on problems faced in education loan.

H9: Effect of Satisfaction Level on Empowerment through Education is Strong for Male Borrowers.

Table 36: Estimate of Satisfaction and Empowerment between Male and Female Borrowers

Varaiable	Estimate	**Standardized** Estimate	S.E.	C.R.	P	Label
Male- Empowerment <--- Satisfaction	.383	.346	.073	5.213	***	Supported Strong
Female- Empowerment <--- Satisfaction	. .007	.0.006	.085	.078	***	Supported Week

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

In the above table 36, as per the multi-group effect of level of satisfaction on overall empowerment, the estimate value of the effect of satisfaction on overall empowerment of male education loan borrower (0.346) is more compared to female loan borrower (0.006). The effect of level of satisfaction on empowerment is strong for male education loan borrower. **Hypothesis 9 is accepted.**

H10: Problems Faced in Education Loan by the Bankers' depends on Type of Banks, Banker's Profile and Educational Preference of the Borrowers.

H10.1: Problems faced in education loan by bankers' depends on type of banks.

Table 37: Results of Independent Sample t-test between Problems Faced in Education Loan by the Bankers and Type of Banks

Problems	**Bank**	**Mean**	**S.D.**	**t-value**	**P value**
Problems	Corporation Bank	2.8201	.66426	.603	P >0.05
	Karnataka Bank Ltd.	2.8740	.90734		

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

As per the above table 37, based on the results of independent sample t-test, there is no significant mean difference between the managers of Corporation Bank and Karnataka Bank Ltd. regarding problems faced in case of education loan. The **p value is more than 0.05**. Hence, it can be inferred that considering the overall problems faced by the bank managers on education loan, there is no significant mean difference between the managers of Corporation Bank and Karnataka Bank Ltd. **Hypothesis is not supported and H10.1 is rejected.**

H10.2: Problems Faced by bank managers in lending Education Loan have significant difference among bankers profile.

Table 38: Results of One-way Anova between Problems Faced by Bank Branch Managers in Lending Education Loan and Bankers Profile

Problems	Type of Bank	Location of the bank	Qualification	Experience	Experience in Present Position
Overall Problems	t=2.865 P>0.05	3.543 P<0.05*	.049 P>0.05	2.662 P>0.05	1.297 P>0.05

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 38 shows significant mean difference among various bankers' profile of the bank managers with respect to problems on education loan. The results of t -test of independent sample and One-way ANOVA, show the significant mean difference among location of the bank as the **p value is more than 0.05**. Hence, considering overall **results Hypothesis H10.2 is rejected.**

H10.3: Problems Faced by bank branch managers in lending Education Loan have significant difference among Educational Preference of the Borrowers.

Table 39: Results of One-way Anova between Problems Faced by Bank Branch Managers in Lending Education Loan and Educational Preference of the Borrowers

Problems	Course	Type of Institution	Amount of Loan Borrowed
Overall Problems	9.572 P<0.01**	2.987 P<0.01**	5.458 P<0.01**

Source: Survey Data ***Significance at 1% level* **Significance at 5% level*

The table 39 shows significant mean difference among various educational preference of the borrower with respect to problems on education loan. The results of One-way ANOVA, problems in education loan faced by the bank managers has significant difference among educational preference of the borrowers. **As the p value is less than 0.01, Hypothesis H10.3 is accepted.**

H11: Level of Agreement on Effectiveness of Education loan has significant difference among Bank Managers Profile.

Table 40: Result of Independent Sample t-test and One-way Anova between Level of Agreement on Effectiveness of Education loan and Bank Managers Profile

Level of Agreement	Type of Bank	Location of the bank	Qualification	Experience	Experience in present position
Bank branch organizes Education Loan campaigns	**2.049 P<0.05***	.089 P>0.05	.498 P>0.05	1.162 P>0.05	-.279 P>0.05
Bank branch ensures that the Educational loan is utilized only for education purpose	**-2.354 P<0.05***	**5.509 P<0.05***	.822 P>0.05	2.304 P>0.05	-1.604 P>0.05
Bank branch has mechanism to recover the NPA of Education loan	**-3.787 P<0.01** ***	2.951 P>0.05	.572 P>0.05	**6.023 P<0.05***	-1.393 P>0.05
The scheme of educational loan in its current form creates a heavy work burden to banks	**2.121 P<0.05***	**3.444 P<0.05***	**3.609 P<0.05***	**4.632 P<0.05***	-1.541 P>0.05
The repayment performance of Education loan is not satisfactory	.151 P>0.05	.091 P>0.05	2.164 P>0.05	1.273 P>0.05	**3.065 P<0.05***
A large of number of defaulting students in the past have made education loan relatively risky business for the bank	.571 P>0.05	.216 P>0.05	1.089 P>0.05	2.491 P>0.05	-.866 P>0.05

Source: Survey Data

*Note: **Significant at 1% level* *Significance at 5% level* *No Star: No Significant*

As per the above table 40, there is significant mean difference among type of bank, location of the bank, qualification and experience with respect to the scheme of education loan in its current form creates a heavy work burden to banks, bank branch ensures that the education loan is utilized only for education purpose shows the significance difference among location of the bank, bank branch has mechanism to recover the NPA of education loan which shows the significant difference among experience, as the p value is less than 0.05. For other variables there is no significant mean difference, as p value is more than 0.05. The overall results show that most of the variables on level of agreement on effectiveness of education loan does not have mean difference except few variables. **As the p value is more than 0.05, Hypothesis H11 is rejected.**

15. SUGGESTIONS

Based on the findings of the research study and observations, a few suggestions are given for the improvement and strengthening of commercial banks financing to higher education. These suggestions are to the Government, the Banks, the Borrowers and the Education institutions.

15.1 To the Government

- The government should take measures to control the increasing cost of higher education especially in private education institutions.
- The government should consider the proper implementation of programmes like skill India etc. so that the students can get employment or take up self-employment after completing their education. Proper awareness and required training should be provided to the interested students to start their own start-ups, or to encourage them for self-employment decisions also.
- The government and concerned departments should take proper measures to create employment opportunities.
- A certain amount of salary should be fixed by the government for all type of employment organisations, to ensure that a minimum required amount of salary is given to the employees at their entry level.
- In case the students completed their education smoothly, government should ensure that they are placed in jobs according to their education qualification.
- 'Pay as you earn' concept can be introduced by the government to ensure the reduction of defaults in education loan.

15.2 To the Banks

- The interest rate on education loan should be reduced so that more number of candidates can opt to go for higher education with the help of education loan.
- The banks should create proper awareness among the students and parents about the importance of prompt loan repayment by the borrowers and also consequences of non-repayment of education loan.
- For prompt repayment done by the borrowers, an appreciation certificate can be provided by the banks, that should be helpful for them to get other loans in future without any difficulty. This can also create awareness and encourage other students to repay the loan promptly.

- The branch managers should monitor the borrowers and their job related information regularly after the education.
- Even though the managers found proper utilisation of education loans, there is a need to continue effective follow up and monitoring of loan sanctioned by the banks.
- It is necessary to strengthen the efforts to increase the level of awareness on various aspects of education loan schemes among the people or students who are the aspirants of higher education. The banks should conduct the awareness campaign on loan schemes for meeting higher education expenses and also timely information about various schemes should be disseminated through proper advertisements in magazines, newspapers and television. The banks should also provide information and details about loan schemes for the loan applicants at the time of applying for loan.
- The banks can conduct education loan mela and provide awareness about the various aspects relating to loan scheme.
- The banks should provide assistance and guidance to the education loan borrowers when they face problems.
- The provision should be made that the Aadhaar number linked to the bank accounts should be considered to identify the education loan borrower, who has not yet started repayment even after getting income. The lending bank should know the reason for non-repayment and take necessary steps accordingly.
- In order to take quick decisions on the loan proposal of education loan, enhanced powers should be delegated to the branch managers.
- The bank managers should consider proper follow up in order to reduce the non-repayments or defaults in education loan, so that the contribution of education loan to NPA can be reduced to the minimum.
- The attitude of the students towards loan repayment has to be changed by counselling and the importance of loan repayment should encourage coming generation to make use of education loan.

15.3 To the Borrowers

- The education loan aspirants should be aware while selecting educational institution for their higher education. They should select the recognised institutions, so that they can get education loan sanctioned in time and it also help them in getting employment.

- The education loan borrowers should repay the loan promptly so that they will not be denied of other loan facilities in the future. If the borrowers do not make education loan repayment in the stipulated time period, they will get low credit scoring, and find it difficult to avail other personal loans in future.
- The students should consider the repayment as their responsibility, so that the defaults can be reduced. The borrowers should give priority for repayment over other priorities which many students lack these days. This will help the success of education loan scheme, and ensure its continuation to the future generation. The banks will also get motivated and can consider lending education loans in future when education loan repayment is properly done.
- The students should keep in touch with the banks after completion of the course as well as after getting the jobs till the closure of the education loan accounts.
- The education loan borrowers should be educated about the need to have a proper repayment schedule.
- The female students who availed education loan should take repayment of loan seriously. Their family members should support them to get employment, and repay the loan from their income regularly.

15.4 To the Education Institutions

- The education institutions should guide the students to opt better job oriented courses and should help them by providing proper training to face the job market after the completion of the course.
- The moral standards of the students has to improve. The education institutions should also monitor the students for repayment after getting employment and bring them up as role models.

16. CONCLUSION

Education sector play a significant role by creating employment opportunities to a large number of people. Finance is crucial for the existence and growth of any sector. The deserving student who desires to get higher education may face problems, if sufficient and timely finance is not available to meet the cost of it. The tertiary education system requires to be improved, with the available public finances which is limited. India has pledged to offer universal primary education by 2007 under the millennium development goals. This is a substantial commitment that will necessitate a significant investment of time and money. As a result, the government has found it difficult to

provide an increased budgetary expenditures for higher education. Hence, student loan scheme has been introduced to help the needy students to pursue higher education.

The education loan scheme has benefitted a lot of students who are the aspirants of higher education. Due to lack of funds to meet the costs and expenses of higher education, the deserving students may not be able to get access to higher education. But, the education loan scheme has benefitted them in getting higher education. They have got the benefits of higher education in the form of personal empowerment, family and economic empowerment. The problems identified should be minimised to improve the education loan performance in India. The borrowers should make the repayment after completing their education by considering it as their responsibility towards the society or the economy at large. The bank managers also should educate and encourage the students about the loan scheme. The borrowers should be informed about the benefits they get from education loan which should be made available to the prospective students also. Hence, the prompt repayment of the loan is necessary to maintain and improve the education loan scheme performance.

17. DIRECTION FOR FUTURE RESEARCH

The following are some of the prospective areas for further research

- This study mainly focussed on commercial banks financing higher education in Dakshina Kannada District. A similar research work can be conducted in other districts of Karnataka.
- Research work can also be conducted on the effectiveness of central and state government schemes on higher education in India.
- A study can also be conducted on the assessment and effectiveness of 'Arivu' loan in the empowerment of minority community in India.
- Role of education loan scheme in women empowerment can also be studied.
- A study on the employment status of education loan borrowers can be conducted.

18. REFERENCES

- K. C. Shekhar and Lekshmy Shekhar (2013), Banking Theory and Practice, 21st ed., Vikas Publishing House Private Ltd, Noida (UP), India, pp. 175
- Kaul, S. (2006), *Higher Education in India : Seizing the Opportunity*, Working Paper 179, Indian Council For Research On International Economic Relations, New Delhi
- O.D. Heggade (1998), Finances and cost of Higher Education in India, Mohit Publications, New Delhi, pp. 8, 32-33.
- *Determining Sample Size. (n.d.).*University of Florida, IFAS Extension, p.4. Retrieved from https://www.tarleton.edu/academicassessment/documents/Samplesize.pdf
- http://www.iba.org.in/Documents/Amended_Guidance_Notes_Augsut_2105.pdf
- http://www.iba.org.in/Documents/Educational_Loan_Scheme_August_2015.pdf
- http://www.iba.org.in/Documents/Model_Edu_loan.pdf
- All India Survey on Higher Education (AISHE) Reports, retrieved from http://aishe.nic.in/aishe/reports
- Statistical tables relating to banking in India 2020-21, RBI. Retrieved from https://www.rbi.org.in/
- Lead District Office, Mangaluru
- UGC annual reports, retrieved from https://www.ugc.ac.in/page/annual-report.aspx
- Jandhyala B. G. Tilak (1992), "Student Loans in Financing Higher Education in India", *Higher Education,* Vol. 23(4), June, pp. 389-404.
- O.D. Heggade (1998), "Finances and Cost of Higher Education in India", Mohit Publications, New Delhi. pp.114-272.

- M. R. Narayana (2005), "Student Loans by Commercial Banks: A Way to Reduce State Government Financial Support to Higher Education in India", *The Journal of Developing Areas*, Vol. 38 (2), pp. 171-187.
- S. Puttaswamaiah (2010), "Financing Higher Education: A Study of Educational Loans", Centre for Multi-Disciplinary Development Research (CMDR), Dharwad, CMDR Monograph Series No-61, December.
- Priya, B. T., & Esakkiammal, C. (2018). A Study on Bank-Wise Performance of education Loan Lended By Public Sector Banks In India. *International Journal of Pure and Applied Mathematics*, *119*(18), 3081–3090.
- A.Ranjithkumar (2019), Impact of Education Loan in India: A Study with Special Reference to Economic Classes, International Journal of Research in Engineering, IT and Social Sciences, Volume 09 Issue 02, February 2019, Page 102-107.
- Daniel C. Rogers (1971), "Financing Higher Education in Less Developed Countries", *Comparative Education Review*, Vol. 15 (1), February, pp. 20-27.
- G. Shantakumar (1992), "Student Loans for Higher Education in Singapore: Some Observations", *Higher Education*, Vol. 23(4), June, pp. 405-424.
- D. Bruce Johnstone (2005), "Higher Educational Accessibility and Financial Viability: The Role of Student Loans", *World Report on Higher Education: The Financing of Universities* II International Barcelona Conference on Higher Education, Global University Network for Innovation (GUNI) Barcelona, Spain, May 24-25 and November 28-30.
- Veronica R. Nyahende (2013), "The Influence of Students' Loans Borrowers' Characteristics on Default Rate in Tanzania", *Higher Education Studies*, Vol. 3(4), pp. 26-43
- Lochner, L., Liu, Q., & Gervais, M. (2021). *Innis Lecture: Return on Student Loans in Canada* (No. CHCP Working Paper, No. 2021-4. Retrieved from http://hdl.handle.net/10419/240402%0A

Confirmation

I hereby declare that this synopsis entitled "**EFFECTIVENESS OF COMMERCIAL BANKS FINANCING HIGHER EDUCATION–A STUDY IN DAKSHINA KANNADA DISTRICT**" is carried out by me under the guidance of **Dr. Yathish Kumar,** Associate Professor and Co-ordinator, Department of Post Graduate Studies in Commerce, University College, Mangaluru-575001

Research Scholar

Mrs. **Sangeetha P.,**

Date: _____

It is certified that this synopsis entitled "**EFFECTIVENESS OF COMMERCIAL BANKS FINANCING HIGHER EDUCATION –A STUDY IN DAKSHINA KANNADA DISTRICT**" is a bonafide record of work done by Mrs. **Sangeetha P.,** under my guidance and supervision.

Research Guide

Dr. Yathish Kumar

Associate Professor and Co-ordinator, Department of Post Graduate Studies in Commerce, University College, Mangaluru-575001

Date: _____